

The starting of the Liberal Education
for all movement.

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**HOUSE OF EDUCATION,
AMBLESIDE.**

A new William Grant

P.R. with letters

2 smaller papers.

E.S.A., London.

for House of Education

Henrietta White

Franklin

Benjamin

Benjamin

Mr. George Adkins

Russell W. Adkins

Ridgeway (Adkins)

George Adkins

Leah Ford (Adkins)

Mr. Clapham

Dr. Smith

Mr. Robert

Hillier

William Hillier

Constance

Mr. John Hillier

Mr. Hillier

Lowie Hillier

Agnes Hillier

to H. B. Hillier

William Hillier

William Hillier

Mr. Hillier (London)

George Hillier (London)

Ben. Hillier (London)

Benjamin Hillier

Benjamin Hillier

Benjamin Hillier

Benjamin Hillier

Benjamin Hillier

Benjamin Hillier

Miss Kelson (Leeds) Hillier

Mr. Edwards - Hillier

Mr. Frank Hillier

John Hillier

inverness

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Dear Sir, I have the honor to acknowledge the receipt of your letter of the 10th inst.

I am glad to hear that you are interested in the question of the education of the colored people of the South, and I am sure that your efforts will be successful.

The problem before us is to give our children a liberal education, and I think we have found the way to do this by the recognition of certain principles it is possible to secure a liberal education for the colored people of the South.

I have been thinking of you very much lately, and I think you will be convinced that by the recognition of certain principles it is possible to secure a liberal education for the colored people of the South.

The progress of our schools is very satisfactory, and it seems to me that the experiment described in your letter is very suitable in the history of education, and the more so because the progress of our schools is very satisfactory.

I am, Sir, very respectfully,
Your obedient servant,
J. M. Smith

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in the 3d degree. Now Syllab
 is to advance ^{the particular} scheme of thought & reading
 through the results of study & digests. You
 now must follow other methods in kind
 rather than in degree for this reason
 it is advisable to adopt the scheme
 in order the organization depending upon
 the principles, & this satisfactory that
^{achieve} depending upon system educational
 discoveries & practices in 19th 12

Hoping that we may have the
 pleasure of leaving you soon

We are

Yours B. C.

Mr. Butler & Mr. Westcott

Mr. W. Hallam M.

Mr. Lunt P.

Mr. Coffin

Mr. Rice

2 Eldridge St. (W. Wood)

Mr. & Mrs. Nelson

Mr. & Mrs. Wood

Dear

My letter to the Editor of the Journal has been published
 and I hope it will be of interest to you. I am writing you
 again to make a further exposition of a
 matter which has been upon a general basis of
 comparison and discussion as to the behavior
 of animals. The results of practice
 presented on these animals are as
 surprising as delightful, so that it is
 profitable to the material that should be
 presented to furthering the cause to which
 you are so much admirably devoted by allowing
 me to make some of these known through
 your columns.

In example, a slight (unintentional) mistake
 was made last week of some amount
 while working on this method. The
 is the report of the work at the moment and
 the class of a subject of over 200 feet. Not
 to be said by the Editor. I am very sorry that
 I am not able to

I am not this a worthy offering for our
 men when they come home - a home in
 which family readings of Shakespeare,
 Scott & the like, make life pleasant &
 full of content? It may be said
 there is nothing new in that. Doesn't
 every school put up a play of Shakespeare
 every year? But, in this case, and
 I call attention to the fact that there is
 no setting up, no teaching, no explanation;
 no children simply read and know.
 We draw large drafts upon the intelligence
 of children & such drafts are not uncommon
 in one case out of a hundred; in fact,
 I do not know of the one case.

There are, roughly speaking, two principles
 at work: May one has a common sense,
 life books, must be read; children, our
 experience seems to show, have more of a
~~low~~ calibre & power. That they will have thoughts
 life; that is, all children are not equal.
 But every child is equal to himself at his
 best & at every period of his life: that is

The function which Education has hitherto
 taken upon herself of 'developing the faculties',
 'teaching children how to learn', & so on,
 are gratuitous & unnecessary. The
 demand of children is for large
 quantities of 'minded food'. But
 information is not such food; so that
 what they will assimilate must be put
 in literary form, instead of the arid
 sort - that one knows at a single reading.
 Given this sort of intellectual diet, with
 no 'varnishes', history or travel, science
 or art, nothing comes amiss. The curiosity
 of children is unbounded & they range
 with delight over the whole field of
 knowledge; accuracy, in fact, is as necessary
 to them as quantity & quality in their
 intellectual diet.

But youth is the season of discipline
 & the method of their ^{self-}education must
 supply the exacting discipline which young
 people require. We find this in the old

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action: "The mind can know nothing
but what it can produce in the form
of an answer to a question put by the
mind to itself." In conformity with this
precept, we require children to tell
in speech or writing, that which they have
acquired, or some part of it. We find
ourselves here, again, standing on the
bed rock of nature; each 'telling'
proves to be natural & delightful to
children & they throw ^{themselves} themselves
into it with eagerness. Behold, without
any direct effort on our part, even one
of the "faculties" is developing like flowers
& leaf-buds after spring showers!

Recognizing these & some other points in
the behavior of mind, any body's mind,
we are able to draw up, classifying just
syllabuses of work term by term, which
the children read in and cover easily,
& are prepared to enjoy the work of
examination with which each term ends.

allusion to instructions, & of charging
 intelligence & responsibility on carrying
 them out, nor will they be slow to discover
 the fact that their employees are accused
 by high ideals of character & conduct drawn
 from the literature upon which they have
 been nourished, & governed by religious
 principles, which has nevertheless allowed it
 to become tedious to them.

Education is at present in apt to be
 confined within its borders - the four
 walls of thousands of admirable schools
 but we want integration; this rule of our
 mind to lead into every part of life in the
 empire, and meet as a schoolroom occupies
 life as a powerful influence in life. As
 a result, we may expect not only
 general amelioration of our manners -
 perhaps our manners are not bad in
 the whole but a general sense of duty
 & discipline, not imposed from without
 but a spontaneous product, organizing power.

G. Liberal Ed. for All

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Dear Sir

I am sorry to have assumed ~~responsibility~~
~~on the part of the West-riding County Council~~
that the circumstances were such as to
have warranted, but I was unwilling
to acknowledge my indebtedness for the fact
that that Council did, ~~as a matter of fact~~, call
attention by way of allusion or encouragement
those pamphlets on "A Liberal Education" which
have been very widely read. May I thank
Mr. Iron for the courteous way in which he calls
attention to my statement, & add that most
of the schools I have alluded to are not
within the jurisdiction of the W. T. P. C.
but of other Councils in the close neighbourhood
to them distinct.

It is quite true that the two papers in question
have not received with much enthusiasm
at display but they received later a warm
welcome in several other districts & counties,
Mr. Iron makes this point which

I am glad to have the opportunity to discuss, as
relates to matters
of great importance.
They have been well
received in the
1911. May I submit that 2 1/6 per head for books, paper, &c.

instructing as showing that the subject
 books for use in a school is a valid
 question - to which working teachers had
 little time to give.

Lastly, your correspondent objects to the
 fact that as someone "another working
 closely to intended direction, issued by
 Miss Mason: Rev. Mr. & Mr. Salter's work
 has been corrected, & I can only plead in
 excuse for offering my certificate to
 my fellow teachers, that I have had
 the practice of a quarter of a century in
 observing that books children would
 receive & assimilate & which they would
 totally reject, (the book program is
 Nov. 45). Also, the literal examination
 quite positive affairs, are not placed
 upon set work, & I believe them to be
 of the highest educational value.